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ABSTRACT

The Pre-Kindergarten Component, part of the Language Development Component funded under Title I of the Elementary Secondary Education Act of 1965, served 677 four-year-olds in 21 Title I schools. The design of the component was based on the assumption that many pre-school disadvantaged pupils have underdeveloped potential in many areas necessary for success in early grades. These are areas such as oral language, vocabulary, visual perception, and auditory discrimination. Each classroom was staffed by a teacher, teacher assistant, and community volunteers to work with 15 children at each session, one morning and one afternoon, five days each week. The component also included health care and parent meetings. Inservice training included consulting concerning strategies for teaching pre-reading skills to four-year-olds. The curriculum included activities with toys and games, sociodramatic play, and outdoor equipment. These activities were designed to stimulate the child's senses, help develop extended, more accurate language, and develop enthusiasm for learning. The evaluation strategy was constructed around pre- and post-testing with the Bettye Caldwell Preschool Inventory, which indicates whether progress was made in the development of the child's perceptual abilities and oral language skills related to the school environment. (Author/JM)

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FINAL REPORTS FOR 1970-71 PRE-KINDERGARTEN

and

1971 SUMMER PRE-KINDERGARTEN

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UD012166

TITLE I ESEA
PRE-KINDERGARTEN COMPONENT

Abstract
1970-71

Pupils	677
Schools	21
Teachers	25
Cost (approximate)	$233,400

Description: The Pre-Kindergarten Component served 677 four-year-olds in 21 Title I schools. The component was part of the Language Development Component funded by Title I of the Elementary and Secondary Education of 1965.

The design of the component was based on the assumption that many pre-school disadvantaged pupils have underdeveloped potential in many areas necessary for success in early grades. These are areas such as oral language, vocabulary, visual perception, and auditory discrimination.

Each classroom was staffed by a teacher, teacher assistant, and community volunteers to work with 15 children at each session, one morning and one afternoon. There were five days of instruction each week. In addition to the instruction of the children the component also included health care at the regional health center, and parent meetings. Three social workers handled problems among pre-kindergarten pupil families and assisted in planning parent meetings.

Supervision was given by Program coordinators in each Title I school, and one evaluation specialist was assigned to implement and report the evaluation.

In-service training included counsulting by Dr. Sara Smilansky concerning strategies for teaching pre-reading skills to four-year-olds.

Time Interval: The component operated from September 1970 to mid June, 1971.

Activities: The curriculum included activities with toys and games, socio-dramatic play, and outdoor equipment. These activities were designed to stimulate the child's senses, help develop extended, more accurate language, and develop enthusiasm for learning. Upon the recommendation of Dr. Smilansky, a program of pre-reading activities was implemented.

Objectives: To develop the child's perceptual abilities as indicated by improvement of scores on the Bettye Caldwell Preschool Inventory (BCPI).

To develop the child's oral language skills related to the school environment as indicated by scoring above the 65th percentile on the vocabulary subtest of the BCPI.

Evaluation Strategy: The children were pre and post-tested with the BCPI, by the teachers. The data was analyzed by constructing a table of joint distribution of pre-test scores versus post-test scores. A comparison was also made between 1969-70 and 1970-71 data for percentages above the middle class median.

A locally constructed skills test was used to evaluate the pre-reading activities using a twenty percent sample of pupils. The percentage of children with correct responses was obtained for each item. In addition, evaluations of the volunteer and teacher assistant programs were performed.

Results: The Pre-Kindergarten Component for 1970-71 achieved Objective 1 to a great extent and Objective 2 to a limited extent. Eighty-four percent of the pupils improved their test scores related to the first objective. The second objective was achieved by thirty-six percent of the pupils.

The Pre-Reading Program was successful. Children learned to read their name and names of classmates, addresses, birthdays, and color words. One hundred percent of the children in a sample were able to choose their own names from fifteen others. The average percentage of items correct was seventy-six percent.

A teacher questionnaire revealed that teachers wanted more specialized services (like speech therapy) available to pre-kindergarten pupils, parents to work as classroom volunteers, and a Pre-Kindergarten Supervisor to enforce program consistency.

Both the volunteer and teacher assistant programs were found to be successful and of great benefit to both the children and the adults involved. The only problem with the volunteer program was a need for more volunteers. The teacher assistant program had a lack of communication between high school and pre-kindergarten personnel.

RECOMMENDATIONS:

1. Continue Smilansky's Pre-Reading Program.

2. A Pre-Kindergarten Supervisor should be employed with authority to enforce program consistency.

3. Pre-Kindergarten Parents should be recruited as volunteers.

4. A speech therapist should be employed to serve pre-kindergarten pupils.

5. Teachers assistants should meet with pre-kindergarten teachers a few days before the children arrive to discuss objectives, activities and expectations.

TITLE I ESEA
SUMMER PRE-KINDERGARTEN COMPONENT

Abstract
1971

Pupils	224
Schools	21
Teachers	31
Cost (Approximate)	$58,100

Description: The Summer Pre-Kindergarten Component served 244 pupils in 21 Title I schools. The component was a continuation of the 1970-71 Pre-Kindergarten Component and used many of the same methods of instruction.

Thirty-one teachers and thirty one teacher assistants served up to twelve pupils in each classroom. Instruction was for five mornings each week for six weeks. Pupils also received care at the regional health centers. Two co-directors administered and supervised the component.

In-service training was held one afternoon each week and included a materials workshop.

Time Interval: The component operated from June 21 through July 30, 1971.

Activities: The curriculum included activities with words and numbers, toys and games, music, art, and sociodramatic play. The activities were designed to meet the sixteen objectives and prepare the children for kindergarten.

Objectives: There were thirteen specific objectives for teaching the pupils to read names, addresses, letters in their names, major body parts and number concepts one through five. Three objectives concerned attitude towards school, peers, and teachers.

Evaluation Strategy: A locally constructed instrument was used to evaluate achievement of the thirteen cognitive objectives. This test was administered by teachers at the beginning and end of the six weeks. The percentage of children with correct responses was determined for each objective on the pre-test, post-test, and both tests.

All component pupils were tested, and a total of 224 pupils were present for the pre- and post-tests.

Results: On the post-test, each objective was obtained by 45 percent or more of the pupils. Only four objectives were achieved by less than 80 percent of the pupils. Table I summarizes the results.

TABLE I

PERCENTAGES OF PUPILS ACHIEVING OBJECTIVES
ON THE PRE-TEST, POST-TEST, AND BOTH TESTS

Objective	Percent Pre-Test	Percent Post-Test	Percent Both Tests
1. State first name	76	93	72
2. State last name	63	89	61
3. State whole name	66	95	75
4. Read first name	91	98	88
5. Read last name	70	98	69
6. Read first names of classmates	5	45	4
7. Read letters in own name	28	57	26
8. Give initial sound of own name	39	71	33
9. State address (street and number)	54	87	51
10. Recognize 1,2,3,4 or 5 objects	66	85	64
15. Name body parts	54	80	46
16. Give uses of body parts	37	75	33

Recommendations:

1. The Summer Component should continue to emphasize specific objectives.

2. A strong effort should be made to keep each summer enrollee in attendance for the entire six weeks.

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FINAL REPORT

1970-71 PRE-KINDERGARTEN

SECTION I - OBJECTIVES OF THE EVALUATION

A. Audiences

This report is a compilation of results of the evaluation of several aspects of the Title I Pre-Kindergarten Component. It is written to inform the school community, and teachers, as well as the personnel of the Department of Special Program in the Division of Instruction, of program outcomes.

B. Philosophy and Goals of the Component

The following is an excerpt from the Pre-Kindergarten Guide (in press).

The Pre-Kindergarten program is designed to:

1. provide for the total developmental needs of the children--physical, social, emotional, and cognitive;

2. provide a variety of background experiences and activities for learning;

3. introduce the basic language skills necessary for academic success;

4. promote positive attitudes toward education by helping the child find success and pleasure in the classroom situation; help the child gain a realistic and positive self-image; stimulate the child's curiosity and increase his perception about himself and the world around him;

5. help the child build positive relationships through meaningful interaction with adults and with his peers; involve parents in helping the child more toward his potential;

6. develop maximum practial involvement of parents and community in the school program

C. Behavioral Objectives

Objective I. To facilitate perceptual development of the child; such that if successful, the child will be able to identify and classify sensory experiences as measured by the Bettye Caldwell Pre-School Inventory.

Objective 2. To facilitate development of the child in oral language; such that if successful, the child will score above the 65th percentile on the second subtest of the Bettye Caldwell Pre-School Inventory.

SECTION II - ORGANIZATION OF THE COMPONENT

A. Schools Served

There were 21 schools served by 25 Pre-Kindergarten teachers. Table I lists the schools and number of classes--a class represents a one-half day session.

TABLE I

Schools	No. of Classes	Class Totals
Ohio, Weinland Park*, Windsor	4	12
Lincoln Park	3	3
Beatty Park, Beck, Douglas, Eleventh, Fair, Garfield, Hamilton, Kent, Livingston, Main, Milo, Sullivant	2	24
Felton	1	1
Total		40

*Two classes began in March, 1971 at Weinland Park

B. Selection of Students

All children in a school attendance area with Pre-Kindergarten classes are eligible to attend. The children were four years old before September 15, 1970. Each teacher recruited pupils through letters to parents, and other techniques.

There were 15 pupils in each class for a half-day session of two and one-half hours. Approximately 700 pupils attended Pre-Kindergarten for a portion of the school year, and 484 pupils completed the entire nine month program.

C. Staff

There were 25 teachers in the component. The experience levels of the staff are shown in Table 2. Most of the teachers have had some teaching experience before joining the Pre-Kindergarten staff.

TABLE 2

YEARS OF TEACHING EXPERIENCE OF
PRE-KINDERGARTEN TEACHERS

Years	No. of Teachers
Less than one	2
One - Two	6
Three - Six	7
Seven - Ten	3
Eleven - Twenty	2
Twenty-One or more	2
No information	3
Total	25

Other staff included a teacher assistant to aid the teacher. These teacher assistants were high school girls majoring in Child Care at Linden McKinley or Marion-Franklin, or were community women. High school teacher assistants worked for one-half day during their senior year following a year of intensive training at the high schools in their junior year.

Seventy volunteers served the component at least one-half day per week. The volunteers had many duties, which are outlined in the results section of this report (see page 14).

There were three social workers who handled family problems of Pre-Kindergarten pupil families, and helped teachers and parents plan Pre-Kindergarten parent meetings.

Six program coordinators worked with all Language Development teachers as resource persons.

One full-time evaluator was responsible for evaluating various aspects of the component, including volunteers, teacher assistants and pupil achievement.

A full-time parent leader, who was a former pre-kindergarten teacher, was responsible for helping organize parent activities and a Parent Advisory Committee.

The Director of Title I services administered pre-kindergarten.

D. In-Service Education

Meetings were held monthly for a full day to instruct teachers in new teaching techniques, to inform them of program changes, and to allow them to exchange teaching ideas. The principal consultant for in-service education was Dr. Sara Smilansky, Visiting Professor at the Ohio State University.

E. Instructional Methods and Procedures

Five basic areas are included in the daily program. These are Music activities, Physical Education, Storytime, Planned activities, and Snacktime. Music activities include learning songs, poems, finger plays, or listening to records. Physical Education was either outdoor play or following the daily sensorimotor training program contained in a teacher handbook. During Storytime, the teacher might read stories to the children or have the children share experiences. Included under Planned activities is free choice period when sociodramat c play, block play, cutting and pasting and manipulative toys are encouraged. Any art projects would also be done during this segment of the day.

The daily schedule was arranged according to each teacher's preference, but all teachers included the five basic activities. When Dr. Sara Smilansky introduced her ideas to the teachers, pre-reading sessions were also included as part of the curriculum. As Dr. Smilansky suggested, the children learned to recognize their own name and those of others in the class, and to classify the names by first letter, last letter, and beginning sounds. More advanced pupils learned their birthdays, addresses and color words.

SECTION III - EVALUATION PROCEDURES

A. Design

Table 3 contains the instrumentation, sample, and administrative procedures for various aspects of the Pre-Kindergarten Component. The number in parentheses represents the actual number of pupils in the sample.

TABLE 3

DESIGN FOR 1970-71 PRE-KINDERGARTEN EVALUATION

Are Being Evaluated	Instruments Used	Sample	Administration Procedures	Reporting Procedures
Cognitive Objectives 1 & 2	Bettye Caldwell Preschool Inventory (BCPI)	All Pupils (N=484)	Pre-Post in Oct. & May by Teachers	Final Report August, 1971
Dr. Smilansky's Pre-Reading Activities	Cognitive Questions Affective Answers	6 Pupils From Each Teacher (N=112)	Post Test in May, 1971 by Program Coordinator	Final Report August, 1971
Volunteer Component	Teacher Questionnaire	All Teachers (N=23)	By Mail Feb. 1971	Interim Report[a] March, 1971
	Volunteer Questionnaire	All Volunteers (N=45)	By Mail Jan. 1971	
	Discussion Meetings of Volunteers	All Interested Volunteers (N=30)	Meetings led by Evaluators Jan. 1971	
Process Evaluation of Component	Teacher Questionnaire	All Teachers (N=16)	By Mail Jan. 1971	Interim Report[a] March, 1971
Teacher Assistants Program	Principal Questionnaire	All Principals of School with Teacher Assistants (N=15)	Feb. 1971 By Mail	Interim Report[a] March, 1971
	Teacher Assistant Questionnaire	All Teacher Assistant (N=16)	Feb. 1971 By Mail	
	Teacher Rating Scale	All Teachers (N=19)	Feb. 1971 By Mail	
	Child Care Teacher Interview	Child Care Instructors in High Schools (N=4)	Interview in Feb. 1971 by Evaluator	

[a] A copy of all Interim Reports may be obtained from the D.E.R.P. upon request.

SECTION IV - PROGRAM OUTCOMES

A. Opportunities and Experiences Provided

Pre-Kindergarten pupils were provided with experiences in reading, music, arts and crafts, physical education, listening to stories, sociodramatic play, educational trips, and other activities designed to meet the objectives and goals of the component. Each teacher designed her own activities so the experiences in each school were somewhat different.

B. Pupil Achievement

This section will report information concerning the Cognitive Objectives I and 2, and Dr. Smilansky's Pre-Reading Activities. First, results will be reported for 1970-71 testing. Second, these results will be compared to those for 1969-70.

Results of Bettye Caldwell Pre-School Inventory

The Bettye Caldwell Pre-School Inventory is administered individually by the classroom teacher, and requires 15 to 20 minutes to administer. The test measures the child's ability to follow directions, verbally identify functions, actions, time sequences and social roles, tell how many, seriate, and identify colors and shapes of objects. There are 20 items on the BCPI.

All Pre-Kindergarten pupils were pre-tested in October and post-tested in May. A total of 484 pupils received both the pre- and post-test.

Norms used for comparison were obtained by testing over 600 Franklin County nursery school pupils in middle and upper income areas of the county.

Table 4 contains comparisors of the total BCPI scores pre-test and post-test quartile changes for each pupil. The number of pupils in each quartile on the pre-test is shown horizontally and the number of pupils in each quartile on the post-test is shown vertically.

The information in Table 4 indicates that nearly seventy-five percent of the pupils improved at least one-quartile, and forty-six percent gained two or more quartiles from pre- to post-test administrations. One-quarter of the pupils remained in the same quartile the entire year.

TABLE 4

PRE-POST COMPARISONS BY QUARTILE PLACEMENT
FOR PRE-KINDERGARTEN PUPILS: TOTAL SCORE

Quartile		Pre-Test			
		1	2	3	4
Post-Test	1	23% N=110	1% N=1	N=0	N=0
	2	20% N=99	1% N=6	1% N=2	N=0
	3	24% N=117	4% N=21	1% N=2	N=0
	4	15% N=75	7% N=36	2% N=11	1% N=4

Quartile Standing

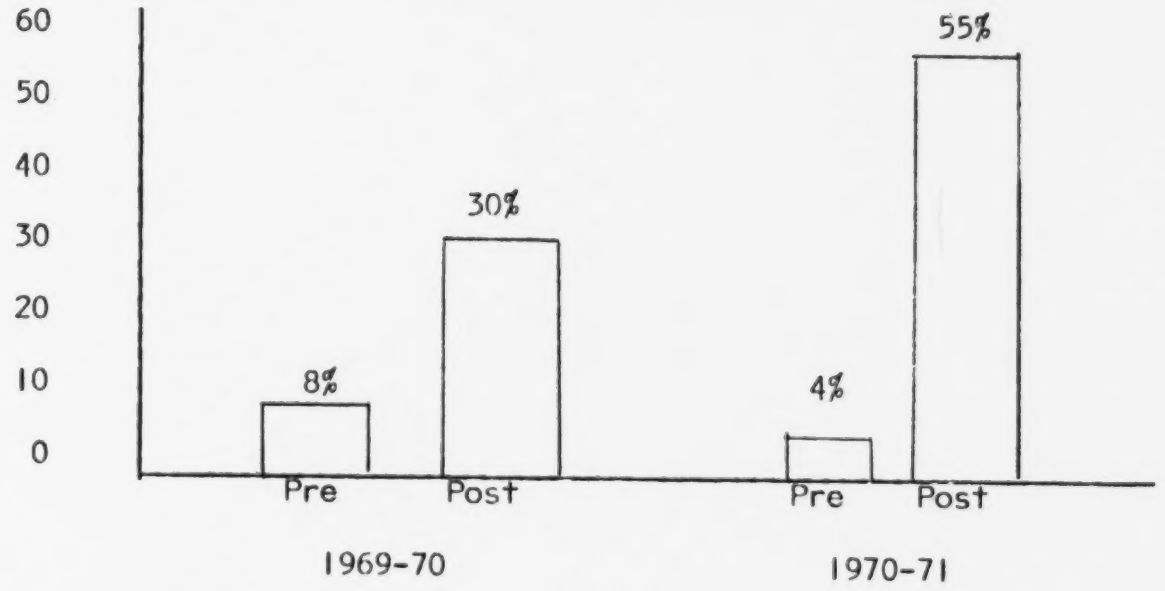
N = 359	Improved	74.2%
N = 122	Same Quartile	25.2%
N = 3	Regressed	.6%
Total N = 484		100.0%

Comparison of 1969-70 and 1970-71 Results

An interesting comparison can be made of the percentages above the middle class median on pre- and post-tests in the 1969-70 school year and the 1970-71 year. Table 6 compares this information for both years.

TABLE 6

PERCENTAGES OF PRE-KINDERGARTEN PUPILS ABOVE THE MIDDLE CLASS MEDIAN[a] FOR TOTAL SCORE ON THE B.C.P.I.



[a] In the middle class sample, 50 percent are above and 50 percent below the median.

Although the 1970-71 children began with a smaller percentage above the national median (only 4%), by post-testing the 1970-71 children had fifty-five percent above it as compared to only thirty percent in 1969-70. The conclusion one draws from this is that the 1970-71 component was different from the 1969-70 component and had a greater impact on the pupils.

Dr. Smilansky's Pre-Reading Program Outcomes

The post-test given by program coordinators in May, 1971 dealt with two types of goals: cognitive and affective. For cognitive outcomes, Table 7 summarizes the questions asked and the percentage of pupils with correct responses.

TABLE 7

PERCENTAGES OF PUPILS WITH CORRECT RESPONSES TO COGNITIVE ITEMS

Question	Percentage of Pupils Correct (N=112)
Look at these (15) names and find yours	100%
Find another name that begins with the same letter as yours	96%
Show me the first letter in your name	93%
What is your address	92%
Tell me your whole name	88%
Count these names (15 total)	86%
What is your first name	84%
When is your birthday	73%
What is your last name	71%
Show me the last letter in your name	66%
Read these names for me (15 names)	65%[a]
Tell me the sound your name begins with	48%
Percentage of total items correct	78%

[a]This percentage is obtained by dividing the number of names read correctly by all children by the total number of possible correct responses (i.e. 112 x 15 x 15).

From the data presented above, it is clear that the children sampled achieved highly on many questions. The three questions in which the percentage correct was less than seventy percent test skills not usually taught until kindergarten or first grade: recognizing letters, reading names, and saying beginning sounds.

Using the same sample of children, the program coordinators asked questions concerning the relationships with other children, the teacher, and school in general. The responses to these items and frequency counts are shown in Tables 8, 9, 10, and 11.

TABLE 8

FREQUENCY AND PERCENTAGE OF CHILDREN RESPONDING TO THE QUESTION: WHO DO YOU LIKE BEST IN YOUR CLASS?

Response	Frequency	Percentage
Names 3 classmates	61	54%
Names 2 classmates	21	18%
Names 1 classmate	7	6%
Names "everybody"	9	8%
Names teacher and 2 classmates	7	6%
Names only adults	6	5%
No response	1	1%

All except six percent of the sample named other children who they liked best in their class. This indicates that the children have a positive attitude toward some of the other children in their class.

TABLE 9

FREQUENCY AND PERCENTAGES OF CHILDREN RESPONDING TO THE QUESTION: WHO DO YOU THINK YOUR TEACHER LIKES BEST?

Response	Frequency	Percentage
Me	42	38%
Others	41	37%
Everybody	20	17%
Don't Know	9	8%
Total	112	100%

Fifty-five percent of the children are convinced that they hold first place in their teacher's affections, or that their teacher likes everyone equally well. For children in pre-kindergarten it is important that they feel accepted by their teacher, and the sampled children apparently do feel accepted.

TABLE 10

FREQUENCY AND PERCENTAGES OF CHILDREN RESPONDING TO THE QUESTION: WHAT DO YOU DO IN SCHOOL?

Response	Frequency	Percentage
Custodial activities and no response	96	28%
Free play activities	92	27%
Reading, writing, names	50	14%
Coloring, painting, art	42	12%
Outdoor and physical activity	21	6%
Music or singing	14	4%
Sociodramatic play	15	4%
Counting and numbers	6	1%

The most frequently mentioned activities of free play, academics and art account for over half the responses. These are the activities which the children remember most about school.

TABLE 11

FREQUENCY AND PERCENTAGES OF CHILDREN RESPONDING TO THE QUESTION: WHAT ARE THE MOST IMPORTANT THINGS YOU LEARNED IN SCHOOL THIS YEAR?

Response	Frequency	Percentage
Custodial activities and no response	152	45%
Reading, writing, names	79	23%
Free play activities	30	8%
Coloring and painting	26	7%
Counting and numbers	8	2%
Music or singing	15	4%
Sociodramatic play	10	2%
Outdoor and physical activity	16	4%

Nearly one-quarter of the pupils mentioned the academic activities as the most important things learned in school.

C. Volunteer Evaluation Outcomes

From the volunteer questionnaires and discussion sessions, the duties in Table 12 were found to be the most common among volunteers.

TABLE 12

TASKS PERFORMED BY VOLUNTEERS
IN PRE-KINDERGARTEN CLASSROOMS

Response	Frequency
Read stories to the children	19
Prepare snacks	16
Take children to bathroom	15
Transport children on field trips	7
Give individual help	7
Play the piano for music	5
Story telling	4
Small group work	4
Help the children learn names	2
Write letters to parents	1
Take attendance	1
Plan a different project each week	1
Evaluation of the children	1
Make doll clothes	1
Music activities	1

Another question asked of volunteers concerned the meaningfulness of these tasks. Forty-one of forty-five volunteers said the tasks were meaningful.

In summary, the volunteer evaluation revealed that volunteers are satisfied with what they do. Several suggestions for improving communications in the volunteer component were made, and most of them have been implemented.

D. Process Evaluation

A teacher questionnaire was mailed in January, 1971. The teachers agreed with the present philosophy of the program, but had suggestions for new teaching techniques, supportive services, and administrative procedures. The recommendations arising from this questionnaire included:

a. recruit parents as volunteers in the classroom,
b. employ a school psychologist and speech therapist for pre-kindergarten,
c. create a teacher supervisory position,
d. allow teachers released time to visit each other's classrooms, and
e. allot more time for home visits during school hours.

E. Teacher Assistants Evaluation

A thorough evaluation of the teacher assistant component was conducted by a team of evaluators during February, 1971. The report prepared by this team stated that "On the basis of the data collected, it appears the objectives and training of the Child Care class are adequate for the teacher assistants." The major problem found by this study was a lack of communication in the following areas:

a. between classroom teachers and Child Care instructors concerning training the girls have received
b. between teachers and teacher assistants concerning the responsibilities the girls are expected to take
c. between principals and other personnel involved concerning the Child Care program.

F. Summary of Results

Objective 1. Fifty-five percent of the pupils achieved above the middle class median on the post-test. This is excellent achievement compared to both the pre-test data and 1969-70 data.

Objective 2. The number and percentage of pupils achieving Objective 2 is shown in Table 13.

TABLE 13

PUPILS ACHIEVING ABOVE THE 65th
PERCENTILE ON VOCABULARY
SUBTEST OF BCPI (Objective 2)
AS OF MAY, 1971

Percentile Level	Number	Percentage
Above 65th	193	35.6
Below 65th	349	64.4
Total[a]	542	100.0

[a]This total includes all pupils who were post-tested in May, 1971.

Dr. Smilansky's Pre-Reading Program. This program was highly successful. A sample of component pupils achieved an average of 76% on a locally constructed skills test. They also had a good self-image, shown by their responses to affective questions on a locally constructed instrument.

Volunteer Evaluation. Volunteers are satisfied with their work and are valuable to the teachers and children in the program, as indicated by an evaluation of volunteers.

Teacher Assistant Evaluation. The Child Care classes and Teacher Assistant program were found to have several problems stemming primarily from a lack of communication among Pre-Kindergarten and Child Care personnel.

SECTION IV - VALUE OF OUTCOMES

A. Pupil Achievement

The results of the post-test indicate that the 1970-71 Pre-Kindergarten program were most successful in terms of pupil achievement. Nearly 75 percent of the pupils improved their scores by a quartile or more. This is marked growth. The Smilansky Pre-Reading Program may have been one cause for this success. Many of the skills taught in pre-reading transfer to performance on the BCPI. These encouraging results have implications for both the Language Development Program and next year's Pre-Kindergarten Program.

The children entering kindergarten will be on different skill levels with regard to pre-reading. Children with no pre-kindergarten experience will be on a lower level than those with experience. This means that kindergarten classroom teachers and language teachers will need to diagnose each child's level, and design different activities for those with various skills.

The pre-kindergarten teachers can begin the pre-reading activities in September and continue the entire year. New and higher level skills can be developed in many children. Pre-kindergarten teachers can meet periodically to exchange activities, ideas, and share successes.

B. Volunteers

The volunteer program is a vital part of the Pre-Kindergarten Component. However, there is a necessity for more volunteers, and recruitment efforts should continue. One source of volunteers might be parents of the children in pre-kindergarten. These parents help the teacher while gaining knowledge of how to teach their pre-school children, and an interest in the school and all of its activities.

C. Teacher Assistants

The hiring of Child Care students as teacher assistants is a valuable practice which should be continued. However, both the pre-kindergarten teacher and the assistant should have an opportunity to get acquainted before the children arrive. Also, better communication between the high school Child Care teacher, and assistants, and pre-kindergarten teachers might be established if the high school teacher made frequent visits to the schools or held conferences with the assistant and pre-kindergarten teacher.

D. Recommendations

From the evaluation data presented in this report, the following recommendations are made:

1. The present methods of instruction should be continued with emphasis on teaching <u>those skills necessary to meet the objectives.</u>

2. The Pre-Reading Program should be continued and begun as early as possible in the year for maximum effectiveness.

3. In order to insure implementation of the objective, a Pre-Kindergarten Supervisor should be employed. This person should have authority to ask teachers to discontinue activities incompatible with the objective and to suggest appropriate activities to replace those activities.

4. Parents should be recruited as volunteers in the classroom.

5. A full-time speech therapist should be employed to serve pre-kindergarten pupils.

6. Pre-kindergarten teachers and their assistants should discuss program objectives, methods, and expectations before the children begin attending class.

1971
TITLE I (ESEA)
SUMMER PRE-KINDERGARTEN

A continuation of the 1970-71 Title I (ESEA) Pre-Kindergarten Component was held for six weeks, June 21 through July 30, 1971. This section of the report will discuss findings of the evaluation for the summer component.

SECTION I - OBJECTIVES OF THE EVALUATION

A. Philosophy and Goals

The goals of the summer component were as follows:

To increase memory skills
To develop the ability to concentrate
To develop skills in differentiation
To develop an understanding of number concepts
To promote a positive self-image

B. Behavior Objectives

The child shall be able to:

1. State his first name
2. State his last name
3. State his whole name
4. Recognize his first name from the first names of other children
5. Recognize his last name from the last names of other children
6. Recognize the first names of some other children in his class
7. Identify each letter in his first name
8. Give the initial sound of his first name
9. State his address (number and street)
10. Demonstrate an understanding of one-to-one relationships
11. Demonstrate an understanding of number concepts through 5
12. State what he has learned in school in general terms: (We learned to count. We learned about letters. etc.)
13. Make positive statements concerning his relationship with peers
14. Make positive statements concerning his relationships with his teachers
15. Name and identify the major body parts
16. Be able to state the major body parts and how each is used.

SECTION II - ORGANIZATION OF THE COMPONENT

A. Schools Served and Staff

There were 21 schools served by the component, the same ones as during the school year. However, since the sessions were held only in the morning, there were two classes at four schools, three classes at one school, and four classes at one school, as shown in Table I. There were 31 teachers, and 31 teacher assistants. Other personnel included 3 social workers, 2 co-chairmen of the component, and numerous volunteers.

TABLE I
NUMBER OF PRE-KINDERGARTEN CLASSES
IN PARTICIPATING SCHOOLS FOR SUMMER, 1971
PRE-KINDERGARTEN

School	No.of Units		No.of Units
Weinland Park	4	Fair	1
Windsor	3	Felton	1
Ohio	2	Garfield	1
Livingston	2	Hamilton	1
Sullivant	2	Highland	1
Eleventh	2	Kent	1
Lincoln Park	2	Main	1
Beatty Park	1	Milo	1
Beck	1	Reeb	1
Douglas	1	Second	1
		Trevitt	1

B. Selection of Students

Pupils served during the 1970-71 school year were eligible for the summer component. There were 12-15 pupils at the beginning of the program, but only 224 pupils completed the entire six weeks. Each class met for two and one-half hours daily.

C. Instructional Methods

These were similar to the methods used during the regular school year. (See page 4)

SECTION III - EVALUATION PROCEDURES

A. Design

Instrumentation

In order to measure the objectives, a locally constructed instrument was used. This was administered to each child individually by the teacher during the first and last three days of the program.

Sample

All pupils who attended for at least 15 days of the program were tested. A total of 224 pupils met this criteria.

SECTION IV - PROGRAM OUTCOMES--PUPIL ACHIEVEMENT

This section will report information concerning the Objectives 1-16 (See page 19).

There were thirty-two items on the locally constructed instrument, which were designed to measure the achievement of the objectives. For each objective, the percentage of pupils achieving it on pre- and post-test administrations is shown in Table 2.

The objectives for which the pupils needed the most instruction were Objectives 6, 7, 8 and 16. Each will be discussed separately.

Objective 6 requires the child to read the names of the other pupils in his class. Because the pupils in each summer class had different classmates during the school year, they were unfamiliar with the names. However, by the end of the six weeks, forty-five percent of the pupils could read all the names of those in his summer class.

Another objective which was difficult for the pupils to achieve was Objective 7, identifying the letters in the first name. This objective was achieved by over half the pupils by the end of the six weeks.

The eighth objective required the child to give the sound with which his first name begins and over seventy percent of the pupils could do this by the end of the program.

Objective 16 was also difficult for the pupils on the pre-test. The child was asked to identify the parts of the body used to do various actions, like walk and smell. Although only 37 percent achieved this on the pre-test, three quarters (75 percent) had achieved it after six weeks in the program.

TABLE 2

PERCENTAGES OF PUPILS ACHIEVING OBJECTIVES ON THE PRE-TEST, POST-TEST, AND BOTH TESTS

Objective No.	Percentage Pre-Test	Percentage Post-Test	Percentage Both Tests
	N=224	N=224	N=224
1	76	93	72
2	63	89	61
3	76	95	75
4	91	98	88
5	70	98	69
6	5	45	4
7	28	57	26
8	39	71	33
9	54	87	51
10	66	85	64
15	54	80	46
16	37	75	33

The remaining objectives were achieved by at least 80 percent on the post-test. Objectives 12, 13 and 14 were not measured.

SECTION V - VALUE OF OUTCOMES

A. Pupil Achievement

The results of the post-test with a locally constructed instrument indicate that the Summer Pre-Kindergarten Program was highly successful in pupil achievement. All except two objectives were achieved by 70 percent or more of the pupils after six weeks of instruction. The children who participated in the summer program will be entering kindergarten only six weeks after the end of the summer instruction. They will probably remember many of the pre-reading skills learned this summer when they enter kindergarten. These children will have a true "head start" on learning to read in first grade, and this is one of the major reasons pre-kindergarten is valuable to the school program.

B. Recommendations

1. The Summer Pre-Kindergarten Program should continue to emphasize specific objectives which will enhance the cognitive growth of the pupils.

2. A strong effort should be made to keep each summer enrollee in attendance for the entire six weeks.